Projected Treatment Plan
Spring 200x

Client: Jimmy England
Date of Birth: January 26, 200x  C.A: 6 years, 11 months
Address: (1 line) 18 Waterway Drive Anywhere, VT 05xxx
Phone: xxx-xxxx-xxxx
Parents: Mrs. England and Mrs. England
Referral Source: Mary Jones, Speech Language Pathology
School: Lands End School
Graduate Clinician: xxx xxxx, B.S.
Clinical Faculty: Mary Fitzpatrick, M.S., CCC-SLP
Diagnosis and Code: 315.29 Other Developmental Articulation Disorder

Background:

Jimmy is a 6 year 11 month-old boy who has been receiving speech services at the E.M. Luse Center since April of 200x. Jimmy has a twin sister and Mrs. England reported that she had an uncomplicated twin pregnancy. Jimmy was evaluated at age 2 and determined to need physical therapy, occupational therapy and speech and language services to address motor development and speech and language development. In 200x he was discharged from OT and PT services. Jimmy continues to demonstrate some challenges in gross motor coordination as observed with occasional unsteady gait and balance. He also has a history of hypotonia and strabismus and wears glasses to correct his vision.

His speech is characterized by a limited phonemic repertoire, inconsistent prosody, and a markedly decreased intelligibility. Previously, his progress has been slow and generalization has been a challenge. However, since last summer, when the focus of therapy changed to key words, Jimmy demonstrated increased engagement in the therapy activities and his progress has improved. Most recently, treatment has focused on producing functional core vocabulary words at the word and phrase level which include the target phonemes /k/, /g/, /s/, /f/ and /v/, and reducing the incidence of stopping and fronting.

Jimmy is currently scheduled for two one-half hour treatment sessions per week. He attends first grade at Lands End School in Anytown, where no speech and language services are available. Jimmy’s mother works with him daily on his speech homework including target sounds, functional core vocabulary words, and the inclusion of these words in the context of sentences. This connection between therapy and home will be a contributing factor to his future success.

Testing Results:
The sounds-in-words section of the Goldman-Fristoe Test of Articulation 2 (GFTA-2) was administered on October 9, 200x. Jimmy's standard score was 45, placing him in the first percentile for his age. He made 15 fewer errors, showing improvement since the last time this was given in April of 200x. For example, he produced /s/, /g/, and /k/ in the initial position of words, and /f/ in the final position of words, which were sounds he was working on throughout the spring and summer. He also produced /ʃ/ in both the initial and final positions and the blends /sp/, /st/, and /sw/.

A speech sample was rated for intelligibility by 10 unfamiliar listeners in November of 200x and indicated a speech intelligibility of 26%. Jimmy continues to show a significant decrease in his intelligibility when he moves from structured tasks to spontaneous conversation.
Goals/Objectives:

Jimmy will be seen for 30 minute sessions, two times per week, starting January 12, 200x. The following goals and objectives were established for the upcoming course of treatment:

**Long Term Goal #1: Jimmy will increase his intelligibility to an unfamiliar speaker to 55% by December 15, 200x.**

*Rationale:* According to Strand and McCauley, “the measurement of intelligibility provides an essential means of quantifying the severity of the functional limitation imposed by the acoustic signal alone” (1999). Increasing his intelligibility by approximately 30%, to a goal of 55% by the end of May 200x, would markedly improve his ability to communicate verbally with others.

- **Short Term Objective #1a:** Jimmy will accurately produce /∫/ in all word positions in 8 out of 10 trials with a model by January 31, 200x.
  
  *Rationale:* Based on results of the Goldman Fristoe Test of Articulation -2, Jimmy was able to produce this phoneme in words in the initial and final position as of October 200x. Last semester he made progress producing this sound in the initial position, although his accuracy was inconsistent. Since 75% of children have the /∫/ sound by age 5.0, this is a developmentally appropriate goal that will help increase his overall intelligibility (Belile, 200x).

- **Short Term Objective #1b:** Jimmy will accurately produce /t∫/ in all word positions in 8 out of 10 trials with a model by March 15, 200x.
  
  *Rationale:* Based on results of the Goldman Fristoe Test of Articulation -2, Jimmy was able to produce this phoneme in words in the final position as of October 200x. Last semester he made progress producing this sound in the initial position, although his accuracy was inconsistent. Since 75% of children have the /t∫/ sound by age 5.6, this is a developmentally appropriate goal that will help increase his overall intelligibility (Belile, 200x).

- **Short Term Objective #1c:** Jimmy will accurately produce /ð/ in all word positions in 8 out of 10 trials with a model by April 30, 200x.
  
  *Rationale:* Jimmy is able to make this sound, although he frequently substitutes /d/ in its place. Since 75% of children acquire /ð/ by age 5.6, this is a developmentally appropriate goal. It will contribute to his intelligibility, because it ranks 11th in relative frequency compared to all English consonants, and its percentage of occurrence compared to all English consonants is 4.1%.

**Long Term Goal #2:** Jimmy will accurately produce key vocabulary words with 100% accuracy in conversation by December 15, 200x.

**Short Term Objective #2a:** Jimmy will demonstrate production of 50 new key vocabulary words at the sentence level with 85% accuracy, by April 30, 200x.

*Rationale:* Current research indicates that the core vocabulary approach is the “treatment of choice” for children with inconsistent speech sound productions who may be resistant to traditional therapy. This approach can result in a system-wide change by improving the consistency of whole-word production and addressing speech processing deficits (Bernthal, Bankson, & Flipsen, 2009). Further, by using words that are frequently used in Jimmy’s functional communication, it will have the greatest impact on improving his overall intelligibility.

**Long Term Goal #3:** Jimmy’s will show evidence of situational generalization by accurately producing at least 50% of his functional core vocabulary words in written work both at home or at school, as measured by his parents and classroom teacher by December 15, 200x.
Rationale: According to Bernthal, Bankson, and Flipsen (2009), “Generalization is a critical and all-important step in the learning process for all children who receive treatment for phonologic disorders. In the past, generalization of correct productions to spontaneous speech has been limited. By accurately producing functional core vocabulary words in other linguistic contexts and in nonclinical settings, Jimmy’s overall intelligibility will improve and he will be better understood by others. Involving his parents and teachers in the facilitation of this process will increase the likelihood of generalization.

Short Term Objective #3a: By March 30, 200x, Jimmy will demonstrate usage of at least 20% of his functional core vocabulary words during morning meeting at school as measured by his parents and classroom teacher.
Procedure: Each week Jimmy's teacher and family will be given a list of target words and record accurate productions by Jimmy in spontaneous productions. The clinical will assist the family/teacher in outlining opportunities to monitor and record his productions during morning meeting. This information will be used to further assist the family and teacher in developing cuing strategies to assist Jimmy in generalizing his accurate productions.

Rationale: Again, according to Bernthal, Bankson, and Flipsen (2009), “Parents and others in the child’s environment can be used effectively to facilitate phonologic change in children.” They can also help keep Jimmy accountable for his progress with these words at home and in the classroom

• Short Term Objective 3b: By April 30, 200x, Jimmy will demonstrate usage of at least 40% of his core functional vocabulary words during morning meeting and at home.
Procedure: Jimmy’s family will be trained by the clinician to effectively facilitate accurate production of target words in new environments through appropriate modeling, feedback and reinforcement.

Rationale: According to Bernthal, Bankson, and Flipsen (2009), “Parents and others in the child’s environment can be used effectively to facilitate phonologic change in children.” This is intended to help increase situational generalization.

Long Term Goal #4: Jimmy will demonstrate increased cooperation as evidenced by his level of participation, rated on a scale of 1-3, with three being full effort and cooperation and one being little participation or off-task behavior by December 15, 200x.
Rationale: Since off-task behavior is somewhat common in Jimmy’s therapy sessions, it would be helpful to quantify it so it can be considered when analyzing the data from each activity. This will allow the clinician to make correlations between on-task behavior and successful activities and to draw more objective conclusions about his course of treatment.

• Short term Objective 4a: By April 30, 200x, Jimmy will demonstrate increased cooperation by following the “look, listen and do” rules resulting in getting a rating of 3 on 2/3 activities over 3 sessions.
PROCEDURE: On task behavior will be intermittently reinforced during each therapy session using a penny chart to reward good effort.
○ Rationale: Positive, intermittent reinforcement is the most effective type for this setting. It is intended to increase motivation and can also be used as another form of data collection for behavior during the session.

Family Education and Home Program:
Jimmy and his parents will practice for a minimum of 5 minutes a day using core vocabulary words from therapy in isolation and in sentences. His classroom teacher and his parents will also use a
checklist to keep data of accurate productions of functional core vocabulary words at school and at home. Mrs. England will work on giving good auditory models, providing accurate feedback and positive reinforcement for correct productions.

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Xxx xxxxx, B.S.        Mary Fitzpatrick, M.S., CCC-SLP
Graduate Clinician    Speech Language Pathologist

References:


Cc: Mr. and Mrs. England
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    (write out all names, addresses etc who should be getting a copy of the report)